

# A Look at Education Through the Eyes of the World’s Children



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***“Education breeds confidence. Confidence breeds hope. Hope breeds peace”***  
***~ Confucius***



## ABSTRACT

The research being presented in this poster examines the current state of primary education globally. It will examine what the largest contributing factors are to children of primary age not attending primary education with a goal to propose some changes to education moving forward to insure 100% of children globally attend primary education.

## INTRODUCTION

Many of the 9% of children globally who are of primary age and do not attend primary school education are currently exiled and residing in sub-par conditions in refugee camps around the world. These children are being exposed to violence, overcrowded camps, lack of food and many times lack of community. For many, simple “hard infrastructure” does not exist forcing these children to



take very unsafe routes in order to attain their primary school education risking their lives in the process. The UNHCR reported in 2016, that 91% of children globally attended primary school education, leaving 3.5 million refugee children without primary education. For many, the schooling language is the biggest barrier to overcome.

## LITERATURE REVIEW

Parker (2013) suggested building a peacebuilding curriculum that can be relatable to students and help build on their past, present and future experiences in a diverse culture, helping to promote democracy and peacebuilding.<sup>1</sup>

Holland (2011) argued that HRE (human rights education) must be made a priority and funded accordingly by donor countries aiding in sustaining peace for the long term in post-conflict countries.

Hilker (2011) discussed various efforts made in Rwanda but focused on the government needing to re-implement peace education and conflict management into their education curriculum in order to help students move beyond current and past tensions.<sup>4</sup>



## ANALYSIS

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- Peacebuilding and HRE needs to be introduced at the primary school level.
- HRE and peacebuilding education introduced at a young age promotes democracy and sustained peace.
- Refugee children are often the most underrepresented in primary education largely due to the schooling language.
- Peacebuilding education and conflict management support more inclusive, wider dialogue, helping to open discussion about past and present conflict and help move past the tension.
- Psychological support must be offered to all post-conflict children aiding them overcome the trauma they have been exposed to.

## CONCLUSION

Moving forward the UN will need to continue focusing on increasing budgetary allowances making education a priority. A strong focus must be made on post-conflict and peacekeeping & peacebuilding education, as this is paramount to youth becoming educated in respect for the individual, equality, and providing them the tools necessary to promote peaceful resolution of conflict in the future. Socialization, inclusion and psychosocial support for the is also necessary. Above all a sense of security and eventual return of normalcy all play vital roles in how children reintegrated into their communities. There must continue to be cooperation between governments (domestic and internationally) and NGOs.

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2. Holland, Tracy. 2011. Human rights education in peacebuilding: a look at how far the practice has come and where it needs to head. *Interdisciplinary Journal of Human Rights Law*, Vol. 6:1 (Annual 2011). Pp.103+.  
3. UNESCO. <https://en.unesco.org/themes/education>, accessed on February 28, 2018.  
4. Hilker, Lyndsay. 2011. The role of education in driving conflict and building peace. *Prospects*. Vol. 41:2 (June), pp.267-282.